

Description:

The department promotes and supports a thorough system of public education by providing leadership, financial resources, accountability measures, training and consultation to school districts, charter schools, and affiliated agencies. In partnership with public schools and families, the department provides high-quality programs and services for learners and monitors schools to meet the letter and spirit of relevant state and federal laws, rules, and regulations. The focus of the department is to promote and support best teaching and related practices that lead to high academic achievement and personal development for all students.

Major Functions and Targeted Performance Standard(s) for Each Function:

1. Continuously improve the quality of Idaho's public education services to gain program effectiveness, high levels of achievement, and a well-informed citizenry.

- A. New state achievement tests administered to assess progress toward meeting aligned academic standards with the Idaho Standards Achievement Tests (ISAT), using a High School test; Levels fall tests in grades 2-9; piloting and introducing Blended on-grade spring tests over time, in grades 3-8, which helps meet state and federal accountability criteria.

Actual Results			
<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
Develop Math, Reading, Language Arts	Piloting ISAT, High School	Piloting Levels 2-9; Blended 4 & 8	High School; Levels 2-9; Blended 3-7
Projected Results			
<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
High School; Levels 2-9; Blended 5 & 6	High School; Levels; Blended 3-8	High School; Levels; Blended 3-8	High School; Levels; Blended 3-8

- B. Percentage of aggregated public school students reading at or above grade level on the Idaho Reading Indicator in grades K, 1, 2 and 3.

Actual Results			
<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
K-57, 1-52, 2-53, 3-49	K-64, 1-60, 2-62, 3-57	K-72, 1-65, 2-67, 3-62	K-78, 1-69, 2-69, 3-64
Projected Results			
<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
K-80, 1-70, 2-70, 3-80	K-80, 1-70, 2-80, 3-85	K-80, 1-70, 2-80, 3-85	K-75, 1-75, 2-80, 3-85

- C. Average percentile aggregated public school ITBS/TAP scores for grades 3, 7 and 11. (Discontinued after FY 2002.); replaced by the percentage of grade 4, 8, and 10 students ranked "proficient or advanced" on ISAT (FY 2003 and after) in D - F below.

Actual Results			
<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
3-53%ile, 7-60, 11-60	3-55%ile, 7-56, 11-54	See 1.A above	See 1.A above
Projected Results			
<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
See 1.A above	See 1.A above	See 1.A above	See 1.A above

- D. Percentage of grade 3 students ranked "proficient and advanced" on the Spring ISAT in reading, language and mathematics.

Actual Results			
<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
N/A	N/A	N/A	R-87, L-88, M-86
Projected Results			
<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
R-87, L-88, M-86	R-87, L-88, M-86	R-87, L-88, M-86	R-87, L-88, M-86

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E. Percentage of grade 4 students ranked "proficient and advanced" on the Spring ISAT in reading, language and mathematics.

Actual Results			
<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
n/a	n/a	R-76, L-80, M-78	R-82, L-89, M-84
Projected Results			
<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
R-82, L-89, M-84	R-82, L-89, M-84	R-82, L-89, M-84	R-82, L-89, M-84

F. Percentage of grade 7 students ranked "proficient and advanced" on the Spring ISAT in reading, language and mathematics.

Actual Results			
<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
N/A	N/A	N/A	R-74, L-72, M-69
Projected Results			
<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
R-74, L-72, M-69	R-74, L-72, M-69	R-74, L-72, M-69	R-74, L-72, M-69

G. Percentage of grade 8 students ranked "proficient and advanced" on the Spring ISAT in reading, language and mathematics.

Actual Results			
<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
N/A	N/A	R-74, L-81, M-53	R-82, L-73, M-66
Projected Results			
<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
R-82, L-73, M-66	R-82, L-73, M-66	R-82, L-73, M-66	R-82, L-73, M-66

H. Percentage of grade 10 students ranked "proficient and advanced" on the Spring ISAT in reading, language and mathematics.

Actual Results			
<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
N/A	N/A	R-75, L-75, M-72	R-78, L-81, M-71
Projected Results			
<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
R-78, L-81, M-71	R-78, L-81, M-71	R-78, L-81, M-71	R-78, L-81, M-71

I. Direct mathematics assessments (DMA) administered and updated to assess applications of basic skills performance as part of state's accountability plan.

Actual Results			
<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
DMA - 4 & 8	DMA - 4 & 8	DMA - 4 & 8; Pilot Gr. 6	DMA - 4 & 8; Implmnt 6
Projected Results			
<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
DMA - 4, 6 & 8 In Place	DMA - 4, 6 & 8 In Place	DMA - 4, 6 & 8 In Place	DMA - 4, 6 & 8 In Place

J. Direct writing assessments (DWA) administered and updated to assess applications of basic skills performance as part of state's accountability plan.

Actual Results			
<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
DWA - 4, 8 & 11	DWA - 4, 8 & 11	Pilot DWA - 5 & 9	Implement DWA - 5 & 9, Pilot 7
Projected Results			
<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
DWA - 5 & 9; Implement 7	DWA - 5, 7 & 9 In Place	DWA - 5, 7 & 9 In Place	DWA - 5, 7 & 9 In Place

K. Numbers of elementary and secondary schools approved with merit.

Actual Results			
<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
24	40	38	45
Projected Results			
<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
45	50	50	50

L. District alignment of curriculum to achievement standards in math and language arts; elementary, junior high, high schools and charter schools completing alignment:

Actual Results			
<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
M-19; LA-24	M-54; LA-59	M-89; LA-90	M-110; LA-110
Projected Results			
<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
M-130; LA-130	M-130; LA-130	M-130; LA-130	M-130; LA-130

2. Provide individuals of all abilities access to public education services to develop their skills, knowledge and social awareness in order to be globally competitive workers, responsible citizens, and lifelong learners.

A. Full term average daily attendance, as a percentage of fall enrollment.

Actual Results			
<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
230,609 - 94.0%	231,549 - 94.0%	233,942 - 94.0%	237,017 - 94.0%
Projected Results			
<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
237,500 - 94.0%	238,500 - 94.0%	239,000 - 94.0%	240,000 - 94.0%

B. Numbers of limited English proficient students placed in an appropriate program.

Actual Results			
<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
17,733	18,747	19,853	20,812
Projected Results			
<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
22,000	22,300	22,600	22,900

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C. Numbers of students with gifts/talents identified and accessing an appropriate education.

Actual Results			
<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
9,506	10,590	10,264	9,874
Projected Results			
<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
10,500	10,600	10,700	10,700

3. Ensure education relevant to the needs of Idaho's citizens, workforce, business, industry and government agencies through public schools.

A. Numbers/percent of public school districts and charter schools implementing grade-level educational state standards as a minimum.

Actual Results			
<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
K-8 Standards Approved	80 Districts & CS - 65%	96 Districts & CS - 74%	117 Districts & CS - 90%
Projected Results			
<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
133 Districts & CS - 100%	136 Districts & CS - 100%	139 Districts & CS - 100%	142 District & CS - 100%

B. Numbers of school districts implementing character ed. and school to work programs.

Actual Results			
<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
CE 113, STW 102	CE 114, STW 102	CE 114, STW 102	CE 114, STW Discontinued
Projected Results			
<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
CE 114	CE 114	CE 114	CE 114

C. Numbers of professional- technical schools

Actual Results			
<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
9	9	11	11
Projected Results			
<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
11	11	11	12

4. Ensure maximum benefit from public educational resources through efficient operation and management of the education system.

A. Percentage of dropouts in grades 9 - 12 (% ages include students enrolled in alternative schools).

Actual Results			
<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
4.1%, 5.2%, 6.1%, 4.9%	2.6%, 3.8%, 4.9%, 4.4%	2.5%, 3.8% 4.6%, 4.7%	2.5%, 3.8% 4.6%, 4.7%
Projected Results			
<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
2.5%, 3.8% 4.6%, 4.7%	2.5%, 3.8% 4.6%, 4.7%	2.5%, 3.8% 4.6%, 4.7%	2.5%, 3.8% 4.6%, 4.7%

B. Numbers of public high school graduates.

Actual Results			
<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
15,941	15,874	15,856	15,900
Projected Results			
<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
15,900	16,000	16,100	16,200

C. Percentage of K - 12 educators completing required technology competency certification.

Actual Results			
<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
73.3%	87%	89.3	89.4%
Projected Results			
<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
92%	94%	96%	99%

D. Numbers of public schools operating year around class schedules.

Actual Results			
<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
12	13	13	13
Projected Results			
<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
12	12	12	12

E. Type and number of reports submitted by districts/charter schools to the SDOE electronically.

Actual Results			
<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
9 types, 1,934 Reports	10 Types, 2,000 Reports	10 Types, 2,000 Reports	12 Types, 2,200 Reports
Projected Results			
<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
12 Types, 2,200 Reports	12 Types, 2,200 Reports	12 Types, 2,200 Reports	12 Types, 2,200 Reports

Program Results and Effect:

Presented in this report are indicators of public education that correspond to the overall goals of the State Board of Education. They are the same goals of the department's strategic plan. Most indicators are data derived from reports submitted by school districts implementing federal and state statutes and administrative rules for K-12 education under the direct control of locally elected trustees, governing boards and the administrators they employ.

Indicators of educational quality include student achievement. It is believed the complex process of standards implementation will have a positive impact on achievement as measured by local school districts, and as indicated by statewide assessments. The Idaho Standards Achievement Test (ISAT), and the Direct Math and Direct Writing Assessments will be administered at different grades, according to new State Board of Education Rules. Curricula and instruction are being aligned with the same standards used as the basis for tests and measures of what students know and are able to do. The quality of public schools is also reflected in individual school approvals according to state and regional research-based accreditation standards, particularly for schools going through the rigorous evaluation process earning the coveted approval designation as a Merit School.

Access to effective education has long been the expected and desired result of public education. The benefits of instruction are more likely to happen when students are in attendance and engaged in learning and developmental activities. Average daily attendance during the first nine weeks of school remains at about 94 to 95% of fall enrollment. Access to an appropriate education is also important for those student members of special populations who require instruction tailored to meet needs based on unique personal characteristics or conditions calling for education to more precisely take into account cultural and linguistic differences. The numbers of such students are increasing.

Standards-based instruction has greater relevance to professionally determined national and state performance expectations deemed by business leaders and higher education to be important for the future success of students after graduating from Idaho public schools. Subsequent to recent and on-going standards adoption actions, the numbers of schools implementing standards will continue to increase as the department and school districts are able to make available and target appropriate resources. It is expected that school districts will continue to foster pertinent character traits and work ethics for all students, as important, functional and germane components of public education.

Indicators of various efficiencies include small reductions in the rates at which students drop out of regular secondary schools, and increases in the numbers of student graduates, year around schools, and kinds and numbers of electronic reports submitted to the department of education. It is projected that the percentage of educators gaining certification in instructional technology competencies, to increase management and appropriate instructional efficiencies, will increase to near 100 percent as new teachers, those renewing licensure and those employed from out of state meet the requirement.

In the foreseeable future, efficiencies in data gathering and reporting will be realized when the Idaho Student Information Management System (ISIMS) is operational and fully functioning, contingent on necessary and continued appropriations for full implementation and sustainability.

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